

DOCUMENT RESUME

ED 181 657

EC 122 721

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 TITLE The Role of Foreign Languages in Gifted Education.
 INSTITUTION Indiana State Dept. of Public Instruction,
 Indianapolis. Div. of Curriculum.
 SPONS AGENCY Office of Education (DHEW), Washington, D.C.
 PUB DATE 77
 NOTE 30p.: For related materials, see EC 122 716-720
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 Talented Education, Indiana State Dept. of Public
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 (Free)

EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Elementary Secondary Education; *Gifted; Guidelines;
 Language Ability; Language Development; *Language
 Instruction; *Second Language Learning; *Talented
 Students; *Talent Identification; Teaching Methods

ABSTRACT

Designed for school personnel, the booklet discusses identification strategies for elementary and secondary gifted and talented (G/T) students with specific recommendations for language learning. The role of foreign languages in the education of G/T students is discussed and identification of giftedness in language learning is surveyed. The components in the identification process are grade point average, interest, vocabulary, language analysis skills, sound discrimination, and sound/symbol recognition. Traits and needs of the gifted are explored in the areas of language, conceptualization, socialization, and productivity. Curriculum modes, such as self instructional, are surveyed and components for different grades are suggested, as well as possible objectives. (PHR)

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The Role of Foreign Languages in Gifted Education



Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent

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ACKNOWLEDGMENTS

This section of guidelines was authored by Dr. Walter Bartz, state consultant for foreign languages, Indiana Department of Public Instruction.

This project was initiated under the authority of Harold H. Negley, superintendent, Indiana Department of Public Instruction and made possible through a grant from the United States Office of Education. It was coordinated by the Division of Curriculum, John A. Harrold, director, and Charles E. Whaley, state consultant for gifted education.

THE ROLE OF FOREIGN LANGUAGES IN GIFTED EDUCATION, GRADES 1-12

Introduction

In the continuing effort to provide for the needs of all students in our schools in Indiana, the Indiana Department of Public Instruction with the support of a grant from the U.S. Office of Education sponsored a week-long workshop at Indiana University in the summer of 1977. This workshop provided the opportunity for the participants to explore the issues and concerns which relate to the role of foreign language education for the gifted and talented student. In addition to this workshop a series of meetings with leading foreign language educators was held throughout the state to formulate some basic questions and concerns which the profession has concerning the role of foreign languages in gifted education. The questions which were raised at these meetings dealt mainly in 4 areas:

1. The role of foreign language education for the gifted and talented.
2. The identification of the linguistically gifted.
3. Foreign language program options for the gifted secondary student.
4. Foreign language programs for the gifted elementary student.

The Role of Foreign Language Education
for the Gifted and Talented

In a letter to Congressman Dante Fascell, dated June 29, 1977, President Carter states: "... I am particularly aware of the importance of linguistic skills and of adequate foreign language instruction. In no small measure friendly and peaceful relations among nations depend on improved communications between their individual citizens, and fluency in another language is one way of achieving improved communication."

With the assumption that the future leaders of our community and our nation will emerge from that segment of our student population which could be identified as possessing exceptional gifts and talents, it should be the responsibility of our educational system not only to identify those children, but to provide them with the opportunity to learn and acquire the skills necessary to communicate with peoples of the world who speak languages other than English. The United States is the only developed nation in the world today which has not provided or required foreign language education for all of its children who are capable of pursuing an academic education. The prevailing attitude of our society has been and still is that foreign language education is really not essential to the total education of the child, consequently the image of the "ugly American" and the perception of others that one of the most powerful nations in the world continues in its monolingual arrogance has been and will continue to be perpetuated. It is obvious from enrollment data that the study of foreign language in this country is continuing to lose its impact. Enrollment statistics show that there has been a continuous decline during this decade from a high of 27% of all 7-12 students being enrolled in foreign

languages in 1968 to approximately 19% of all students enrolled in foreign language today. Of special concern in this context should be the fact that those children in our schools presently who possess potential leadership ability in our society be given not only the opportunity to study a foreign language but also appropriate and challenging foreign language programs which will allow them to acquire the skills necessary to communicate with their peers in other societies and cultures. At present this is especially crucial on the elementary level where there is a paucity of foreign language programs, not only in Indiana but throughout the country. To acquire the skills that make it possible to communicate in a second language not only requires extended study, but a relatively early initiation to such study. Although the results of research have not been conclusive, there is some evidence that beginning the study of a second language earlier than high school age can facilitate and improve its acquisition.

The lack of foreign language programs on the elementary levels along with the declining foreign language enrollment on the secondary level indicates a need for program development especially for those students who display the potential of high ability and performance in second language acquisition.

The Identification of the Gifted and Talented for Foreign Language Learning

The traditional method of identifying "gifted and talented" children has relied mainly on tests of intelligence. This was primarily due to a definition of the "gifted" which was

limited to "academic giftedness". Today a broader definition has been applied to giftedness so that the identification of gifted children cannot be limited to I.Q. measurements. Although one would assume that academic giftedness is an important factor of success in foreign language learning, research over the past two decades has shown that I.Q. is not the only, or even the most important factor in determining such success.

The identification of "giftedness" in language learning as well as in all other areas involves complex factors which cannot be reduced to one single "test" or observational technique, but must involve a combination of identification strategies.

During the 1950's and 60's, a mass of research was carried out to determine what learner factors are involved in the ability to learn a foreign language. From these factors instruments were devised which can predict whether or not a student will be successful in the study of a foreign language (1) Two language aptitude tests were developed which are still in wide use today and could be administered as one way to determine giftedness in the area of language study. The two tests are: (1) The Modern Language Aptitude Test by Carroll and Sapon (2) and The Pimsleur Language Aptitude Battery (3) The problem however, with both of these instruments is that neither one is designed to be used below the junior high level. Although these two instruments purportedly are valid and reliable for use on the secondary level, it may be useful to be aware of the major factors identified through aptitude research in

order to apply and make use of these factors for the identification of those elementary children who may have a high aptitude for language learning.

In a summary of the foreign language aptitude research done, Jakobovits reports (4):

There have been various attempts at predicting success in second-language learning. On the basis of these studies (Carroll, 1965; Carroll and Sapon, 1959; Flaughner, 1967; Gardner and Lambert, 1961; Pimsleur, Sundland, and McIntyre, 1964), we can draw up the following table that shows the variance contribution of the various factors involved:

<u>Variable</u>	<u>Percent of variance explained</u>
Aptitude	33
Intelligence	20
Perseverance or Motivation	33
Others	<u>14</u>
Total	100

The percent of variance above, based on the three studies cited, is simply a summary of correlations which show a relationship between the variables and some criterion measure such as a standardized achievement test, course grades, or some other measure of achievement. As pointed out by Jakobovits, "the table does not represent exact data but is rather an approximation based on various studies reported in the literature." He also points out that this only includes student variables and not an assessment of what the quality of instruction contributes to success in language learning. The reasons for this are that: "... educators find it useful to be able to predict success on the basis of individual differences

independently of the variations in instructional practices". and "... that assessing the quality of instruction has proved to be a refractory undertaking without notable success." (4)

In looking at the variables which have been determined by the research quoted above, it may be possible for teachers to develop informal techniques of identifying potentially gifted children in the area of language learning. However, it is necessary to define these variables in order for them to be usable for persons responsible for identification. Of the two aptitude instruments which resulted from the research cited above, the Pimsleur Aptitude Battery (PLAB) would be more easily adaptable for the elementary level. Aptitude as defined by this instrument is made up of six parts:

Part I: Grade Point Average (GPA)

G.P.A. seems to play a rather important role in predicting success in foreign language learning. However, in a study conducted by Bartz (5) significant correlations of this variable were attained only with the reading and writing skills in foreign language learning. Thus if oral skills are emphasized in an elementary program, this variable alone will probably not be too useful in predicting potential linguistically gifted students.

Part II: Interest

The students indicate on a 5-point scale the degree of interest in studying a foreign language. In the Bartz

study this variable correlated significantly with all skill areas -- listening, speaking, reading and writing. A foreign language interest scale designed for elementary children could be useful in identification.

Part III: Vocabulary

This is a twenty-four item test of English vocabulary knowledge. An English vocabulary test designed for the appropriate elementary level would be useful in prediction and identification since this part of the instrument with a composition score of Part IV (described below) also showed significant correlations with achievement in all skill areas of foreign language learning in the Bartz study.

Part IV: Language Analysis

The student is given a number of forms in a foreign language (Kabordian) and their English equivalents. From these, he must conclude how other things are said in the language. Example:

shi gader le = the horse sees father
shi gader la = the horse saw father
be = carries

- Q. How would you say, "the horse carried father"?
1. shi gader be
 2. shi gader ba
 3. gade shir be
 4. gade shir ba

As mentioned above the composition score of parts III & IV correlates highly with achievement in all skill areas. The

highest correlations were displayed with achievement in reading and writing. Therefore, based on the Bartz study and logic, it would appear that skill in an exercise such as the above would predict ability in especially the written component of language learning. A gifted child at the elementary level may be able to complete such a test indicating a high ability in language learning. If the major objective, however, of foreign language learning on the elementary level is to develop oral skills, then this part of the aptitude assessment may not be crucial and could be disregarded.

Part V: Sound Discrimination

The student is taught by tape recording three words in a foreign language (Ewe); they are similar though not identical in sound. He then hears sentences said in Ewe and must indicate, for each sentence, which of the three words it contains. This part of the aptitude battery is basically an auditory exercise in distinguishing minimal sounds (phonemes) of a foreign language. This could be used on the elementary level as is or could be simplified by giving the student a series of minimal pairs of another foreign language in which he/she must indicate whether each pair is the same or different. The component scores of this part and part VI (described below) yielded rather low correlations with achievement scores in the four skill areas of language learning in the Bartz study.

Auditory ability does not seem to have the high relationship to success in language study as some of the other components of this aptitude battery. However, this may be due to the fact that the listening component of language learning does not play a very important role in traditional instruments measuring foreign language achievement on the secondary level.

Part VI: Sound-Symbol

The student hears a bisyllabic or trisyllabic English nonsense word. He/she is to identify, from among four similar appearing words printed on his answer sheet, the one which is said. For example, he hears (tarpdel) and chooses among (1) trapled, (2) tarpled, (3) tarpdel, (4) trapdel. This section of the aptitude battery could be used as is for the elementary level or could be simplified by using monosyllabic nonsense words rather than bisyllabic or trisyllabic words.

Again, as pointed out in Part V above, this component (Auditory) of the battery combined with Part V did not yield very high or even statistically significant correlations with many achievement scores measuring foreign language learning. But with the emphasis on listening and speaking in an elementary program this may play a greater role in predicting success than the Bartz study may indicate.

It should be noted that the above description of the PLAB is only an attempt to give some indication of what research has shown to be fairly good indicators in predicting success in the foreign language learning. Any adaptation of this instrument as suggested above would, of course, make it impossible to use the norms established with this instrument. The suggested revisions are only to serve as a means for utilizing some identification procedures for the elementary child and the results could only be used to compare those students using the adapted or revised forms. The PLAB could, of course, be used as is for junior and senior high school students.

As was indicated in the Jakobovits summary of aptitude research there are at least two other variables besides aptitude which contribute to success in foreign language learning, intelligence and perseverance or motivation.

Research has shown that I.Q. plays a small role in predicting success in foreign language learning. In a rather extensive study carried out by Von Wittich reported in 1962 (6) in which 230 ninth grade students were the subjects, it was found that:

- (1) I.Q. was the poorest single predictor of achievement in foreign languages.
- (2) English grade point average, highly correlated with total grade point average, contributed little to the prediction scheme if total grade point was used as a predictor, and therefore was eliminated. It proved, however, to be the second best single predictor.
- (3) When total grade point was used in the prediction equation, no significant loss in prediction ability occurred when

mathematics grade point was eliminated. 4) Total grade point average, which showed the highest correlation with both prediction variables and criterion, was the best single predictor of success in foreign language study. Its combination with I.Q., however, furnished a prediction of slightly higher accuracy. The difference, though, being only slight, total grade point average eventually could be used alone to predict foreign language success. 5) This investigation confirmed the results of previous research that success in foreign language study is a result of capacity and of motivation as reflected by achievement.

It is interesting to note from above that I.Q. alone is not an especially good predictor of foreign language success, but in combination with other screening criteria can contribute to an identification process.

The third area which Jakobovits has identified as contributing to success in foreign language learning is perseverance or motivation. As in any area of study perseverance or motivation seems to play a role in whether a student can successfully master the many skills of a subject area. The measurement of these two traits can be done informally by teacher observation and by observation of others who may be closely associated with the student, such as parents and peers. Jakobovits' (4) definition of perseverance is "The time the learner is willing to spend in learning".

As Jakobovits himself indicates, the problem with this definition is in the term "willing". Although the student may "be willing," he may "be unable" due to distraction, frustration or any number of constraints. However, given a fairly supportive situation the teacher can informally assess student motivation and willingness to learn.

As the discussion above would indicate, the identification of "giftedness" in foreign language, as well as in any other area, must involve multiple, equally weighted, factors and cannot be determined by a single measure or identification procedure. Teacher observation, peer nomination, parent advocacy, formal testing and measurement procedures can all play a role in this identification process.

Foreign Language Program Options For The Gifted Secondary Student

In the state of Indiana, of the total enrollment in grades 9-12, approximately 22% of the students are enrolled in a foreign language. Although it is generally accepted that conservatively 3-6% of the total school population could be considered gifted, there is no evidence that this 22% includes all those students who could be identified as gifted and who could benefit the most from the study of a foreign language. The major purpose and rationale for this effort is to make certain that those students who are gifted will not only be able to study a foreign language, but will be given special consideration and special programs to meet their unique needs. On the secondary level the existing programs are supposedly designed to meet the needs of a wide spectrum of students. Thus within these programs it is possible to allow for enrichment or acceleration for those students who

show special ability in foreign language learning. In order for this to happen however, it is suggested that teachers consider the special traits and needs of the gifted student and take these into account in planning their daily classroom activities and instructional strategies.

The following 4 areas along with the traits displayed by gifted children in each area should help the teacher to identify instructional strategies and activities which would help the gifted child to have a more successful and rewarding experience in the secondary foreign language course (7):

1. Language

Traits:

- highly verbal
- advanced vocabulary
- reads several years above grade level
- superior communication skills
- ability to manipulate language creatively

Needs:

- discussion with intellectual peers - opportunity should be given for these students to work with and to interact with other high ability students. Special joint projects could be designed to make this possible.
- appropriate reading materials - a real effort should be made especially at the beginning levels to provide reading materials that will appeal to them especially in terms of the content. Although the skill level may need to be low at the beginning levels the content should be such that it appeals to their level of interest.
- creative writing - highly controlled fill-in-blank writing exercises should be kept to a minimum for the gifted student. More emphasis should be put on "open-ended", free expression, communicative type exercises. Rote drilling in writing may be necessary but should not be imposed to the same extent as may be necessary for the average student.

- strengthening of research skills - opportunity should be given to do independent research projects, especially in the area of culture.

2. Conceptualization

Traits:

- keen insight into cause and effect relationships
- highly observant
- rapid mastery of and easy recall of facts
- creative manipulation of symbols

Needs:

- divergent open-ended teaching strategies - the gifted student should be allowed to explore and go beyond the confines of specific content as outlined in a unit, chapter or lesson. Allowance should be made for him to explore and to question to satisfy the inquisitiveness he/she may display.
- minimal use of rote drill - the emphasis on pattern drilling, dialogue memorization and similar instructional strategies should be minimized. More emphasis should be put upon communicative exercises, such as gaming, simulation, role playing, etc. The gifted child will tend not to accept the need for rote drill and memorization, but instead will want to know the "rules" and the rationale for certain language grammar points and structure.
- atmosphere of valuing uniqueness - allowance should be made in the foreign language classroom for the gifted child to be rewarded and given special recognition for his/her unique abilities and accomplishments. Putting the child into leadership roles such as in group activities may be appropriate. Allowing the child to be involved in peer tutoring and other activities of this type will give him/her support and encouragement to attain his/her potential.
- self-directed discovery - flexibility in classroom management and daily activities should allow for the gifted child in the foreign language classroom to explore and go beyond the "standard" content of the course. Special projects for independent study or group work with intellectual peers could facilitate the gifted child's need to pursue his own interests for enrichment and self-directed discovery.

3. Socialization

Traits:

- outgoing and friendly
- assumes leadership roles
- well developed sense of humor
- openness to others

Needs:

- opportunities to assume various roles in group interaction - it should be emphasized that the gifted child should be given the opportunity to function in a variety of roles in group work. Leadership roles may be important, but for some gifted students may not be appropriate or meet their specific needs. It is the responsibility of the teacher to identify the specific roles in which the gifted child will function the best and will contribute the most to the group activity.
- increased exposure to people of varied backgrounds - the opportunity for exposure to people such as native speakers and other representatives of the foreign culture should be promoted in the foreign language classroom especially for the gifted student.
- provisions for understanding self and heightened sensitivity to others - the gifted child in the foreign language classroom should be rewarded for his special abilities and given opportunity to pursue his special interests.
- acceptance of nonconformity - in the foreign language classroom as well as in any other classroom the teacher should be aware of "unusual" behavior traits that a gifted child may display. An effort should be made to accept these traits of nonconformity especially in the area of socialization where the gifted child may find it difficult to gain acceptance with his/her chronological peers.

4. Productivity

Traits:

- high physical and intellectual level
- self-motivated to learn
- high standards and goals
- prolonged attention span

Needs:

- varied and individual opportunities for physical and intellectual needs in learning activities - opportunity should be given the gifted student to be involved in activities such as writing and producing plays, A-V materials, games, etc.
- sharpening of technical skills, research and communication skills - special projects for the gifted child should be provided where he/she can pursue his/her interests in order to develop their skills in research and other areas beyond that of the "average student".

Special programs or classes in foreign languages on the secondary level for the gifted child could be planned in addition to the regular program and include the above considerations. This would be especially appropriate for the purposes of acceleration. In order to allow the gifted student to progress at his own rate, individualization of programs could be one option. Another option would be for the school to become involved in the Advanced Placement programs which would allow the gifted student to go beyond the regular program offered at the high school level.

Foreign Language for the
Gifted Elementary Student

At the present time few foreign language programs exist on the elementary level in Indiana. Due to the nature of foreign language instruction it is obvious that it would be difficult to implement programs without special staffing of teachers who have expertise and fluency in the foreign language to be taught. Therefore schools find it difficult for economic reasons to implement foreign language programs on the elementary level. As has been pointed out by Strasheim (8):

When parents' groups, administrators, and/or foreign-language teachers consider offering second languages in the elementary school, their immediate focus is on beginning the language sequence--level one--in the elementary grades. While that is a viable option for some school systems, few elementary pupils are ready to commit themselves to the four-, six-, or nine-year sequence of second-language learning that is envisioned by the program planners. The conventional FLES program--level one in the elementary grades--is one option and should be considered in that light by parents, administrators, and foreign-language specialists.

The traditional FLES (Foreign Language Elementary School) program which put emphasis upon a long sequence of up to nine years was not only expensive for the local schools to implement but resulted in high attrition due to a perception on the student's part that a long commitment is necessary to realize any competency in the language. The basic philosophy of the FLES program of the 50's and 60's was to adapt a secondary sequential program for the elementary level. Usually secondary language teachers were assigned to teach several sessions per week in the elementary classroom. Secondary materials were usually adapted to try to fit the needs of the elementary children or special materials were developed including T.V. programs which were beamed to certain schools. The basic problem with FLES programs of this type is that they "lock" the student into a long sequence without much attention given to the possibility of short-term, single course goals and benefits. Instead the emphasis is put upon the long range goals which could only be achieved after many years of study. Strasheim (8) addresses this problem and suggests the following as a "first stage" in a foreign language curriculum:

Stage One would be designed as terminal, designed so that whoever passed through it would have gained something of educational and humanistic value, even if he never studied a foreign language again in his lifetime. This would also be the stage for creating interest and enthusiasm in some, who would then wish to go on to Stage Two because they really wanted to master the language. Stage One would then be an end in itself and not merely the elementary stage of Stage Two, and certainly not pre-anything.

What would we aim for in Stage One? At the moment, I would say four things.

First: An introduction to language itself through a specific foreign language, gearing our study to the way language operations express meanings and the many ways meanings can be encoded; the way our language expresses our way of looking at things and the way another language expresses another people's way of looking at things. This study would be frankly contrastive.

Second: An introduction to another people through language: the way another people thinks, feels, values, and acts in contradistinction to our own preoccupations, attitudes, and reactions.

Third: An experience of being another people, communicating as they do, acting as they do, relating as they do. Here our students learn the language and live the language. Language knowledge acquired is immediately acted out. Rules internalized become channels of communication. Practice in production is immediately incorporated into some form of authentic interaction.

Fourth: An experience of communicating with another people: speaking with them (where possible), writing to them, working and playing with them (where a neighboring community makes this possible), sharing with them in joint and exchange projects.

Methodologically we would aim at involvement of all students in planning, in group research and interaction, in interdisciplinary exploration, in human contacts in nearby communities or through correspondence.

Such a course would not be a waste of time for those who wished to master the language. It would foster attitudes which would carry them through the long, and often tedious, stages of disciplined language study. Our Stage Two students would not be conscripted, but a self-selected clientele with considerable experience in the area and an autonomous desire to do what they were doing.

The emphasis in the first stages of language learning as illustrated above should be put upon factors other than the sole acquisition of language skills. This will allow for some "terminal" goals and objectives to be achieved at the very early stages of language learning thus giving the student a sense of accomplishment from the very beginning of his language learning experience. Elementary foreign language programs for the gifted could reflect several "curriculum modes" as suggested by Strasheim (8):

1. A Self-Instructional Mode

In the skill areas and in the acquisition of basic information about the world and the society, the youngster is likely to teach himself through automated self-instructional systems, staffed by personnel trained to use those systems humanely and to accommodate efficiently the individual differences of learners. The instruction will take place in many settings. Part of it will take place at home; part may be in public institutions, such as libraries, that serve many people besides school children; and part may be in places where the youngster meets with adults, who help him evaluate what he is doing, help him choose routes that will be beneficial to him, and help provide him with support and a human environment that encourages him to continue in his study. Such a structure will not require everybody to go through all the steps in a curriculum. Some people will learn to read in the first year, when they are five or six years old. Others will not learn until they are adult,

but the instruction will be available, the settings will be there. No longer will one have to maintain himself on the ladders of a school in order to continue his progress in the society.

2. A Tutorial Mode

The second kind of instruction will be through tutors. The youngster will go somewhere, perhaps somewhere in the school, perhaps to some other place the way children go for piano lessons. He will meet with someone one, two, three, or four times a week who will help him develop programs of independent study to achieve competence, to satisfy his curiosity, or to do many other things. This activity will be supported by many types of self-instructional systems, but it will also be supported by libraries, dial-access systems, and the freedom to move about the environment gaining and analyzing information. The tutor's job will be to help the youngster remain motivated, help him define his interests and problems, and help him tailor his learning.

3. A Scientific Mode

A third kind of instruction will be scientific inquiry. Working in small groups, the learner will discover how to apply the modes of thinking of the scholarly disciplines. He will do this in the social sciences, the natural sciences, and mathematics; he will think about literature and how to analyze language, and he will do all this with his peers, with skilled group leaders as teachers, and with laboratory resources.

4. A Mode of Dialogue and Reflection

A fourth kind of education will be accomplished as the youngster comes together with groups of his peers and wise and lively teachers to engage in dialogue over the nature and the future of the society. In groups, the children will, via media and directly, range over the course, of human experience, trying to comprehend both the history of the race and the current scene, but learning most of all to engage in dialogue over the directions that human relations should take. The learner in this area of work will be in pursuit of no behavioral objectives that are set by other people. The criteria for success in this division of instruction will be to participate in the dialogue and to learn to subject one's opinion to the rigorous dissent of others.

These "curriculum modes" or options may or may not be useful at certain elementary levels, but would have to be adapted to fit the needs and interests of the gifted child and capability of the school and community. More specifically Strasheim also suggests some general components for K-6 and 6-8 programming which could be incorporated into the curriculum (8):

Experiential Components of Varying Lengths

K 1 2 3 4 5 6

Experiential foreign-language components of varying lengths are inserted into the elementary core curriculum, often within language arts, to sensitize pupils to language, to give them experiences in learning how to learn another language, and how to think and behave in another culture. The experiential components, offered in systematized ways by elementary foreign-language specialists, are designed to enable the elementary learner to:

1. Discuss language-culture comparisons involving such topics as numbers, alphabets, time, calendars, holidays, weather, language vocabulary, clothing, shelter, daily work and leisure activities.
2. To use his or her learnings to generalize and discuss
 - a. The ways in which some English words and expressions are related to or derived from the foreign language;
 - b. Some simple similarities and differences in the grammars of English and the foreign language; and
 - c. Some career and life situations in which the knowledge of a foreign language would be of personal value.
3. Demonstrate comprehension of classroom directions and communications, commands, and simple narrative statements and questions.
4. Give appropriate oral responses in the foreign language within the parameters of the minimal objectives set for the component.

Exploratory Foreign Language Offerings

6 7 8

The exploratory foreign language offering has emerged with the development of the middle school as a "readiness" program for students who do not have the opportunity to experience second-language learning in the lower grades. The following general course objectives are typical:

1. To motivate greater interest in language learning.
2. To master a limited corpus of language material.
3. To improve study techniques, especially those useful in learning a second language.
4. To improve reading skills through vocabulary awareness and acquisition.
5. To increase sensitivity to and appreciation for different cultures and to decrease ethnocentrism.
6. To provide a more effective way for students to determine which languages they wish to study or if they wish to study them at all.
7. To develop a foreign language program with greater strength at the beginning level and reduced attrition beyond the first level.

Exploratory courses take four basic forms:

A semester or year offering divided into as many segments as there are languages offered in the junior high and/or high school. Each language-specific segment is taught independently of the others by a language specialist.

A semester or a year offering divided into as many segments as there are languages offered in the junior high and/or high school with the language-specific segments deliberately structured to provide language-culture contrasts with English and with each other. Each segment is taught by a language specialist.

A semester or a year offering in which experiences with a variety of languages are provided but not in separate

segments. Some courses deliberately avoid the languages offered in sequential programs, focusing on ethnic or community languages.

A semester offering in a single language with emphasis on contrastive learning experiences with some work on the languages of the world, nonverbal language, signs and symbols, kinesics and the like.

Exploratory offerings are most commonly offered the year before the so-called "standard" sequence is offered in the system. In some schools they are offered in grade 6, some grade 7; in one system the offering is made in grades 4 through 6. Some schools, too, require the exploratory offering of all students in a grade level.

Woodruff in a copyrighted paper (9) more specifically outlines basic component objectives which are described above in the "experiential components" of an elementary foreign language program as follows:

The learner will be able to

1. Discuss various conceptualizations from personal and universal points of view, with special emphasis on the following language-culture comparisons and interpretations:
 - a. numbers, alphabets
 - what numbers help us to do
 - how the metric system works.....
 - what an "alphabet" means
 - how alphabets differ
 - b. time, calendars, seasons, days, date, holidays, weather
 - how people count time
 - what time it is now
 - what climate is
 - when meals are eaten.....
 - when children go to school, play...
 - when special days are observed.....
 - when stores/markets are open.....

c. language, vocabulary.

what it is
how people use it.....
why it keeps changing (evolving).....
what stories people tell and write...
what songs they sing.....

c. people, nationalities, races.

how they look	who I am
how they feel	what I do.....
who is "important"...	what I want to become....
who their heroes are.	whom I like, why.....
what contributions they have made to the USA..	

e. clothing, shelter.

what people wear.....	where they live.....
what they sell and buy...	what they build.....
where they spend their leisure time.....	

f. activities.

what people do to take care of
themselves.....
what and how they eat.....
how they spend leisure time.....
what sports they like.....
what transportation they have.....
what they create in art, music and
crafts.....
what they have invented or discovered.

2. Describe ways in which some common English words and expressions relate to or are derived from words and expressions in the foreign language.
3. Demonstrate comprehension of teacher's use of the foreign language in classroom directions, commands, and simple narrative-type of statements-questions.
4. Give appropriate responses in the foreign language when addressed with structures listed in the program's minimal objectives.
5. Ask questions using structures listed in the program's minimal objectives.

6. Describe some grammatical behavior of the foreign language, and identify some simple similarities and differences in structure between English and the foreign language.
7. Identify some occupations and situations in which the knowledge of a foreign language would facilitate and strengthen the effectiveness of the person; discuss how, why.

Foreign language programs on the elementary level for the gifted student must allow for a variety of "modes", options, and content. Enrichment rather than acceleration should play the predominant role at the elementary level however, this does not mean that if a gifted student is able and interested in pursuing a strictly language skills course that he/she should not be given the opportunity to do so. It is important to allow a variety of options for the gifted child including the traditional sequential FLES approach if this can be made available. Children in the elementary level may however, profit more with a program designed for enrichment especially at the very beginning stages of language learning.

The role of foreign languages in the education of the gifted is crucial in order to provide that segment of our population who will play very important roles in our society with the skills and understandings necessary to function and be leaders in an ever complex and shrinking world. Experience for the gifted children in second language learning should enhance his/her "potential for original thinking and for finding multiple and alternative solutions to problems" (9) as Woodruff also states (9):

This implies flexibility and adaptability; a growing ability to cope with the rapid change so characteristic of today's world, an understanding of the development of languages and communication, a capacity to "hear" others, a tendency to enhance fewer stereotypes, a chance to "walk that mile in other shoes". A fact startling to or unknown by Americans is that ninety percent of the world's population speak languages other than English and live in different cultural environments.

All students and especially the gifted must be allowed to develop their knowledge and awareness beyond the monolingual limitations of our society.

NOTES

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4. Leon A. Jakobovits, Foreign Language Learning - A Psycholinguistic Analysis of the Issues, Rowley Mass.: Newburg House Publishers, 1971.
5. Walter H. Bartz, A Study of the Relationship of Certain Learner Factors with the Ability to Communicate in a Second Language (German) for the Development of Measures of Communicative Competence, Columbus: The Ohio State University, 1974 (Unpublished Doctoral Dissertation.)
6. Barbara Von Wittich, "Prediction of Success in Foreign Language Study," Modern Language Journal, 46 (May 1962), 208-12.
7. Based on a lecture by Dr. Robert C. Lafayette at Indiana University, Bloomington, "The Role of Foreign Languages for the Gifted and Talented Student," Summer 1977.
8. Lorraine A. Strasheim, "Elementary and Middle School Foreign-Language Options - A Discussion Document" (Mimeo)
9. Melba D. Woodruff, et al, Foreign Language Arts: Process and Content, The Ohio State University, Copyright 1977. (Mimeo)